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B O S T O N U N I V E R S I T Y

GRADUATE SCHOOL

THESIS

SOME PROVISIONS FOR INDIVIDUAL DIFFERENCES

in a

JUNIOR HIGH SCHOOL

Submitted by

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(S.B. Boston University 1923)

In partial fulfilment of the requirements for Master of Arts Degree

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A Statement of the Thesis


It is intended to note the plans at present used by the outstanding Junior High Schools whereby some definite objective of treating individuals is realized, and then to show that many of these provisions are applicable to the small Junior High School.

B Scope of the Thesis

My set of questionnaires received answers from twenty-five typical Junior High Schools. The same answers to the questions were obtained by Professor Calvin O. Davis in a smaller study. All educational matter relating to the subject was carefully inspected for thought content dealing with individual differences.

C Limitations of the Thesis

Professor C. O. Davis took Junior High School methods from several Western States. Mine are all from Massachusetts schools, chiefly in the vicinity of Boston. I have attempted to show the results of the many devices used in our school to solve the problem of individual differences. Professional studies are so few regarding such differences that most of the thesis deals with definite elements to be found in the



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desirable Junior High School procedure, and particularly the Sweetser Junior High School of Saugus from which I have selected many specific instances.

Our Superintendent has been intensely interested in the trying of schemes which in their entirety permit of a live working Junior High School. We have attempted in a school of three hundred and twenty pupils as many of the latest and most efficient devices as were immediately practicable.

D Conclusion of the Thesis

A survey of material claimed as provisions for individual differences shows that all devices, the aim of which is to educate further one child, considering his interests, capacities and desires as distinct from all other pupils, enter the list of practices now regarded as provisions for individual differences. These schemes appear to work more easily in the Junior High School than in the other branches of the school system because of the absence of traditions.

HISTORY LEADING UP TO
ABILITY GROUPING

From the history of Education we find that in early days a teacher gave full instruction to one pupil. All of this was then on the individual basis. Those few people privileged to gain their education in this manner were well prepared to fill the higher positions.

As the years went on, education of the masses was desired. Laws were passed in Massachusetts in 1642 and 1647 providing for public schools for all the children of all the people. In 1821 the Boston English High School was started as the first public secondary school. In 1847 Horace Mann's constructive influence was felt in the ability grouping movement. This was all an outgrowth of his activities which began about 1827. His suggestion was not readily accepted in the primary and grammar grades and many instructors in the primary and grammar grades continued to teach all pupils on the individual basis. But during the period from 1840 to 1860 we have grouping coming into use in the first eight grades.

The tremendous growth in population since the Civil War, and the phenomenal increase in the number of secondary schools in the country since 1890, combined to bring again to the foreground the problem of individual differences. Many experiments have been made to solve this problem. It is, however, only within the past generation that compulsory attendance laws have forced into our secondary schools the great mass of individuals who were forced out of school under the former system. Inglis gives us many facts concerning the wide range of differences in pupils and tables of elimination of pupils. The three tables below present these.

TABLE I

Individual Differences in Seventh
and Eighth Grade Pupils

| Trait | Min. | Max. | Range | Maximum Minimum |
|------------------------------|-------|------|-------|--------------------|
| Age in Months | 140.5 | 220 | 79.5 | 1.6 |
| Height in inches | 54 | 67.5 | 13.5 | 1.3 |
| Grip in kilograms | 20 | 45.5 | 25.5 | 2.3 |
| Cancellations, number of A's | 39 | 95 | 56 | 2.4 |
| Addition, number of problems | 0 | 9 | 9 | ? |
| Spelling, per cent right | 20 | 94 | 74 | 4.7 |
| Associations, number right | 0 | 21 | 21 | ? |
| Auditory memory, per cent | 38.3 | 90 | 51.7 | 2.4 |
| Visual memory, per cent | 46.6 | 96.3 | 51.7 | 2.1 |

TABLE II

Elimination by Age and Grade in
New York City High School, 1911

| Age at entrance | Per cent eliminated during the | | | | Retarded per cent | Graduated per cent | Stay 4 yrs. | Total Eliminated |
|--------------------|-----------------------------------|-----|-----|-----|----------------------|-----------------------|----------------|---------------------|
| | 1st | 2nd | 3rd | 4th | | | | |
| below 13 | 19 | 31 | 3 | 6 | 19 | 22 | 41 | 59 |
| 13 | 31 | 17 | 10 | 8 | 14 | 20 | 34 | 66 |
| 14 | 36 | 20 | 13 | 6 | 15 | 10 | 25 | 75 |
| 15 | 44 | 21 | 5 | 9 | 14 | 7 | 21 | 79 |
| 16 | 47 | 30 | 9 | 4 | 6 | 4 | 16 | 90 |

TABLE III

Per cent eliminated at the age of

| | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|-------|-----|-----|------|------|------|------|------|-----|-----|-----|
| Boys | 0.4 | 1.1 | 13.6 | 21.3 | 26.9 | 20.3 | 11.2 | 4.5 | 0.7 | 0.0 |
| Girls | 0.0 | 0.5 | 12.0 | 27.4 | 26.4 | 21.4 | 7.8 | 3.8 | 0.5 | 0.2 |
| Both | 0.1 | 0.7 | 12.7 | 24.9 | 26.6 | 21.0 | 9.2 | 4.1 | 0.6 | 0.1 |

Median Age on Leaving

Boys 14 yrs.7.3 mos.

Girls 14 yrs.5.4 mos.

Both 14 yrs.6.3 mos.

Tables from Inglis' "Principles of Secondary Education"
Pp. 74 and 134

As a result of this condition the individual again seems to be the focus of instruction, for within the last fifteen years we have been noticing changing methods in modern secondary schools.

Evidence of this is found in the National Education Association bulletin of 1893 in the Committee of Ten investigation of Secondary School Study. Recommendations were made which seemed to foreshadow the whole movement for a change in the work done in the various periods of school.

This Committee of Ten supported the views of Charles W. Eliot, who, in 1888, expressed a desire for shortening and enriching the curriculum.

Again in 1913 the National Education Association published a report of the Committee on the Economy of Time. This work was strengthened by the results of educational reforms which had been going on in the various cities throughout the country since the first Committee (Committee of Ten) has printed its findings.

This Committee on the Economy of Time was the first to recommend the separation of the

six-year secondary school period into two divisions. Many school systems were reorganizing on the basis recommended. It provided for a three-year Junior High School for pupils from 12 to 15 years or age, and a Senior High School of three years for pupils from 15 to 18 years of age. They believed that with a reorganization, a larger proportion of children of secondary school age could be provided with the cultural and vocational training obtainable in the senior high school. So we see that the spread of the movement has come about through the use of plans of educators, who have been working on the problem for many years.

METHODS ALREADY USED IN REPRESENTATIVE
CITIES IN THE UNITED STATES

We may rapidly trace the pioneer systems which have helped to return to us some of the former status of individual instruction.

In 1887, W. J. Shearer of Elizabeth, New Jersey, instituted a new plan. He grouped the pupils, according to attainment, into sections. There were four sections in each grade and the pupils progressed as they were fitted for the one higher.

In 1891, Cambridge, Massachusetts, had in grades four to nine a two-track course, one for four years, the other for six years, with three promotions allowed each year at definite times. After 1910 all the elementary grades were included in this plan. At this time the first seven years were divided into three grades each. The eighth year was divided into two grades. The parallel course, seventeen grades, covered the same work in six years.

From 1894 to 1903, Woburn, Massachusetts, used the Double Tillage system which allowed a bright pupil to do two years' work in one.

It is interesting to note, further, that North Denver, Colorado provided in 1895 for the enriching of the curriculum by providing for more work to be done by the brighter pupils.

The Santa Barbara Plan had three courses for the first six years. An "A" pupil in one class could go on to the "C" group in the next higher class as soon as he showed ability to do the work of the next grade.

Many of the larger cities had their school children grouped according to mental age.

The Pueblo Plan, 1901, allowed each pupil to progress at his own rate. As the teacher spent much time on backward pupils it really proved not satisfactory. It is mentioned as one of the instances of the growth of the grouping plan.

Baltimore, Maryland, in 1902, provided a school for gifted pupils who were allowed to do the work of the grades from the seventh to the tenth in three years. This practice is outstanding in that few systems made such a provision.

Newton, Massachusetts, from 1904 to 1914, used a plan for having dull pupils obtain special assistance from teachers by going to

a specified room at a provided time.

The Batavia Plan provides a coach teacher in each room having more than fifty pupils.

San Francisco, California, in 1913 started a system of work whereby each pupil progressed at his own rate by completing small units of work.

Winnetka, Illinois and Dalton, Massachusetts, have each devised a system similar to the San Francisco Plan. Since they are more recent and more widely known we will discuss them further.

Individual instruction was the plan in use for centuries. Then it gave way to mass instruction, grouping was one of the devices used to better advantage in educating the masses, though it failed to recognize the individual, as we have seen. After this was noted, individual instruction became one of the foremost problems with which educators had to deal.

In order to accomplish the desired result the composite of all devices at hand for better school procedure is needed, before we can say we are really providing for individual instruction as we should.

It is certain that the major device for accomplishing the purpose is found to be that of sectioning the classes according to some plan whereby the members of the class will be of about equal mentality. This is called Ability Grouping.

CLASSROOM PROVISION FOR BRIGHTNESS

AND DULLNESS IN CHILDREN

Just as we segregate dullards and spend our time with them, schools today recognize acceleration of pupils as a distinct addition to progressive methods in a school system. Any plan permitting the brighter pupils to advance beyond the level of the group is commendable, in that it seeks to give to the deserving child a higher plane than the normal one. It keeps him busily engaged at tasks up to his capacity instead of allowing him to waste him time at a lesson that to him is nothing but despised drill work on a thing easily made a part of his working knowledge, although it may be a stumbling block to the group.

For years administrators have devised ways by which the genius group could go ahead and do their best, and the plan is now at the point at which colleges and high schools are able to do this for the brighter pupils.

Forced recognition of ability has driven the larger units of school departments

to seek a way to note the differences in pupils at an early age, and, in the more elementary schools, to do something to keep production constantly higher.

Means to this end have been:

1. Fewer recitations by the more capable pupils, allowing more time to the slower group.
2. Enriched curriculum for those able to take on more work.
3. More periods of similar work for the brighter group.
4. Double promotions in a year, or semi-annual graduation to save time, allowing as many promotions as it is deemed wise for a pupil to make, commensurate with his ability.

As our knowledge of such situations has become greater, we have recognized the pitfalls of placing children out of their age groups, noting that within certain levels it is dangerous to place a child far over or under the chronological age of the group in which he studies or has recreation.

The larger the school, the better chance the administrators have successfully to manage

placements so that the dull pupils will benefit by being moved up or down the school ladder in his division of the system.

It is not fair to a group of school children to pay but passing attention to the brighter ones. They are really the prominent citizens of the future, the ones to benefit most by the educational system. Our seemingly inherited method of leveling off all the children or stretching them to make them fit in the school they attend is a bad policy.

Recognition of geniuses and educating them as fast as is wise is the real aim of education. How often can it be proved that a school or a specific class attempts to break down a child's inherited ability to forge ahead, with the result that after a very few years his work is mediocre, if nothing worse. Conversely, to accelerate a pupil beyond certain limits will be detrimental to him in the long run.

Modern educators are trying to overcome disastrous results, in either case, by grouping the students according to ability.

ABILITY GROUPING: ITS ADVANTAGES AND DISADVANTAGES

Ability grouping in the Junior High School is the system of classification of pupils of the school into groups which are homogeneous in ability to perform all tasks which confront those pupils in the classroom. Ability grouping permits a large number of pupils of about the same mental ability to receive the same instruction at one time.

Grouping has many advantages and also some disadvantages, easily noticed by those who have occasion to view the plan as it works in a school system.

Some of its advantages are economy of time and money, development of group consciousness, original creativeness, cooperation, better organization, better grading of instruction, and better chance for the teacher to accomplish more with a pupil.

We have seen that in schools where ability grouping is not practiced, effort is made to bring the slower, dull pupils up to the level of the higher pupils, often to the detriment of the higher level of the class. Ability grouping eliminates this objectionable

practice, for all pupils in a group are on about the same level mentally, capable of equal progress.

Similarly, many faults have been noticed in schools having ability grouping but the chief disadvantages of ability grouping may be noted as

(a) It is not democratic, since it is likely to foster a feeling of superiority among the brighter pupils and develop an inferior complex in the slower group, to the detriment of each;

(b) The administrative difficulties are many as we carry the grouping plan on into the elective program of the higher grades. It seems that the advantages gained in one year are lost in the next because of the failure to keep the group intact in the Senior High School, where it is not feasible to section the pupils on the same basis as in the Junior High School.

Miss E. M. Briggs of New Bedford has made a valuable study of the problem, noting all phases of the situation. A very comprehensive report is given showing much concrete data concerning ability grouping as practiced in her school. She also has a detailed chart with information obtained by a questionnaire on ability grouping.

Ability grouping is possible only in large schools when there are several sections of the same subject or grade. For example, if

there are seventy-five pupils who are to study English in a school, these pupils would naturally be separated into three classes or sections of about twenty-five pupils each. Two divisions of about forty-three pupils each could be made, but the smaller groups are more desirable.

If we chose these pupils at random, perhaps in the alphabetical order of their names, we would have three classes of varied ability, with each having some pupils high in ability, some low, and many average.

This manner of sectioning differs from ability grouping in that if we should practice ability grouping with these seventy-five pupils as above, we would make three groups, X,Y,Z, arranged by taking the twenty-five pupils ranking highest in ability to form the X group, the twenty-five next in ability for the Y group, and the twenty-five lowest in ability for the Z group.

Each of these classes would be marked on its own achievement, A to D range, thus allowing an individual in the Z group to get an A mark if he worked up to that point.

At the same time, each section would be so arranged that provision for individual differences would be taken care of.

METHOD FOLLOWED IN GROUPING
400 PUPILS IN THE ELLIOTT JUNIOR HIGH SCHOOL,
ST. LOUIS, MISSOURI

The 400 pupils are grouped in the following ten divisions:

| <u>Fraction of the 400</u> | <u>Divisions</u> | <u>Time to complete the course</u> |
|----------------------------|--|------------------------------------|
| Upper Fifth | (A) (Top B) | 2 years |
| Middle Two Fifths | (B) (B) (B) (B) | 2 1/2 years |
| Lower Two Fifths | (C mixed) (C mixed) (C girls) (C boys) | 5 years |
| "Rapid Promotion" | (Recruited from C groups (for | |
| "Adjustment" | (Individual Progress | |

In detail the scheme is:

1. Arrange the diagnosis charts in order of IQ, highest first.
2. To form the A group
 - a. Take off cards of IQ 115 and above
(from 80 to 100 cards)
 - b. Eliminate from these all whose Rank-in-Class is below the upper third.
 - c. Eliminate those marked "P" in health, and those on which the weight age is 2 years below the height age.
 - d. Eliminate those whose dentition age is lower than the chronological age.
 - e. Eliminate those whose social age is lower than the chronological age.

- f. Eliminate those whose reading rate, comprehension, or arithmetical fundamentals are lower than the standard for the middle of the seventh grade.
 - g. Form tentative A group from remaining cards.
3. Form "Top B" group from cards eliminated in 2, above, with additions from the next highest IQ's if needed.
4. Form segregated "C" groups from cards showing IQ ninety-nine or lower. Select conspicuous cases of social, anatomical, and chronological maturity.
5. Form "Mixed C" groups from remainder of cards showing IQ ninety-nine or lower, with additions from others of low IQ if needed.
6. Group remaining cards on basis of IQ. These are B's.
7. Select for the Rapid Promotion Group those conspicuously over age pupils who have been retarded by circumstances, lack of ability or by both.
8. Select for the Adjustment group those of lowest IQ whose school progress is extremely unsatisfactory.

The operations called for in 7 and 8 must be postponed until after the term has opened and the pupils are under daily observance.

- 1 Ryan and Crecelius "Ability Grouping in the Junior High School" Pp. 132-134.

DEVELOPMENT OF SOME JUNIOR HIGH SCHOOL ATMS
IN THE LAST FIFTEEN YEARS

As one unit in the system of education the Junior High School has many responsibilities in that the many claims for the Junior High School must somehow be realized.

One of these is to so train its pupils that the greatest possible number of them will arrive at manhood and womanhood in possession of as many and as varied skills as are needed to allow those persons to take their places in school society, or in the life of the community.

Stated differently, the child is introduced to many of the actual situations in life while in the Junior High School. Perhaps we are swinging too far to the side of life situations for the Junior High School pupil. If we look back fifteen years and contrast the atmosphere of the typical Grammar School of that period with the average Junior High School of today, we see a far different pupil attitude toward school. Today it seems to be more of a game of life. The pupils live in the situations which are real, not just created because it is school practice. They have student officers, traffic squads, home room organizations, civic associations and opportunities to exhibit



talent in the various school entertainments.

All of these opportunities are forerunners of many instances of leadership to be called for later on. If a child is helped to a consciousness of strength and leadership in the Junior High School, instead of going through the former lockstep method of instruction and travel while in the nine grades, does it not seem to be a favorable argument for the continuance of the Junior High School methods? Many large schools, such as the Ben Blewett of St. Louis, Missouri, the Holmes of Philadelphia, Pennsylvania, the Washington of Rochester, New York, and others, are working to capacity in making school the place for children to become acquainted with life. Every one of their days is spent in fostering an intensely live atmosphere under the most favorable conditions.

Thomas-Tindal, Myers, and Ryan and Crecelius each describe their schools in a manner to give us the feeling that education today means far more than the mastery of subject matter in the constants and variables of a curriculum.

Certainly the curricula must be improved by addition or elimination of material, but this is only one of the factors to receive attention in

school programs today.

How we may get children to benefit by what education is doing for them is the problem at hand . Scientific placement of the individual aims to secure for each child his proper place in the school unit. After this is done, other things will be added for those capable children who can be invested with some of the multitude of opportunities for leadership in the school community.

With this in mind, we find that the characteristics which are found in some pupils are absolutely lacking in others. It does hold in many cases that proficiency in one or more things and correlation of good traits give some pupils greater opportunity than others. There are many things in the tryout period of Junior High School which tend to develop the resourcefulness of the individual, as well as to further his education along academic lines. All devices which work toward either of these ends are provisions for individual differences.

We will now discuss several important widely known plans which claim to provide adequately for the individual differences of their school pupils.

THE PHILOSOPHY OF THE WINNETKA CURRICULUM

"We want children to desire to come to school. Every child has a right to master those knowledges and skills which he will probably use in life. Every child has a right to live naturally, happily, and fully as a child. Human progress depends on the development of each individual to his full capacity. The welfare of human society requires the development of a strong social consciousness in each individual.

In Winnetka the knowledge and skill part of the curriculum has been built on the known needs of society. It consists in restating the knowledge and skill curriculum in terms of very definite units of achievement, preparing complete diagnostic tests to cover all units, preparing self-instructive, self-corrective practice materials. When these three things have been done, it is not at all difficult to allow each child to work as long on any unit of the curriculum as is required by him to master it.

Continually, the number of units of work has been raised or lowered, and at the same time the units of work have been adjusted to the standard of achievement attainable by all normal

diligent children in a year's time in each grade.

The group can not progress, mankind cannot evolve, except as each individual develops and as each individual varies from the average. Schools in the past have been largely concerned with making people alike, with giving them the same knowledges and skills.

Insofar as we can find and develop in each child those capacities that are different, insofar as we can encourage self expression and creation, we are making for human evolution.

The efforts of the Winnetka Public School to develop a social consciousness include provision for a wide variety of co-operative activities in which each child must merge his personal good in the common weal, and also many activities in which each child may develop fully his own individuality." ¹

¹ Carlton O. Washburne
"Twenty-sixth Year Book", P.219

NEW BRITAIN PLAN

With a Science position in view, I interviewed Mr. Slade of New Britain in 1926 and received some idea of the novelty of the plan in use in that city.

Last year Mr. Holmes and Mr. Slade gave a detailed story of the whole scheme to a large group of teachers in the Boston Public Library. According to them, the plan is remarkably beneficial to their children. Its chief arrangement is laboratory working units on the contract basis, the minimum essential group being a C contract to be completed by the child, working on his own initiative with little help from the teacher. The B and A contracts specify a larger amount of the same type of work, to be done by the brighter pupils who desire to excell.

The rate of turn over of teachers in New Britain is very high. The reason for this is the added strain of supervision, new working conditions, extra planning and mapping out of contract units, and chiefly the novelty of the whold arrangement.

The sponors of the plan claim that

individual instruction vastly improves the whole school system. The children are impressed with the spirit of individual work. They realize their efforts produce an A, B or C, according to the contract undertaken. The brighter pupils get their rewards and the slow group does its school work and has an incentive offered if the minimum essentials are completed.

The plan, as explained, is somewhat like the Dalton Plan. Perhaps four of the group of schoolmen gathered in that 300 in the hall were able to supplement with personal information a few instructive remarks concerning a trial of any similar individual study scheme. So outstanding are the few that I distinctly remember the cases of Reading, Lexington and one group in Somerville, certainly so few that only in exceptional cases will the scheme work out, and surely only with the present administrators, who exploit a system for their own pet schemes but which is seldom workable by successors.

DALTON PLAN

This unique method of individual instruction which has somehow carried the American Educational world by storm, a wonderful device for school procedure, is in reality a flareup and at present almost nothing in the very town which gave the impetus to the idea.

It is nothing more than allowing a child to do what he wants when he wants to do it, and in a way that to him seems advisable. His assignments are planned out and time budgeted, but he is free to utilize that time as he sees fit, the general idea being that he gainfully employs his school day on the work that to him seems most desirable at the time.

Doubtless the plan is worthwhile, certainly it is wherever alterations and improvements have been made by followers of the Dalton Plan. One thing is certain, - such a method requires endless foresight, excellent supervision, and a long time of practice to make the plan a success.

The fact that Dalton, a humble little town in Massachusetts, should produce a scheme

that has traveled through many excellent systems, is enough to show that progressive communities are awake to the fact that the schools must produce a way of educating the newer generation in a manner more suited to the needs of the people today. If that way is by the Dalton Plan, with desirable revisions, well and good.

The idea of individual instruction will proceed constantly, and with it a future realization of the desired method. Its present status is questionable, but the outlook cannot be foretold.

The provisions of the Dalton Plan are these:

- 1 Work is divided into monthly jobs.
- 2 The teachers map out very carefully assignments of work to be done month by month. Every child has a mimeographed copy and is held responsible for the assignments.
- 3 The time is the child's own, spent on the subject he chooses.

The day's work includes:

- a A period of advisement. The pupil also presents assignment test and keeps his own record.

b A period of laboratory work -
uninterrupted, in one subject.

c A conference period, sometimes
classroom, sometimes lecture.

At present it seems that in England,
Germany, Switzerland and several other nations in
Europe and Asia, the Dalton Plan is more widely
used than in America.

OTHER PLANS

The New Denver, Platoon, Baltimore, Pueblo, Portland, New Britain, Lowell Normal Syllabi, Batavia, Gary, and other more or less famous plans all have started up, flourished, and with modifications as needed, have done much toward strengthening the idea of individual instruction throughout the United States.

What will be the outcome after another generation, no one can determine. Prominent educators are viewing with interest the rise and fall of spectacular methods of instruction, all with this aim in view - "Education in the United States should be guided by a clear conception of the meaning of democracy. It is the ideal of democracy that the individual and society may find fulfillment each in the other. Democracy sanctions neither the exploitation of the individual by society, nor the disregard of the interests of society by the individual. More explicitly, the purpose of democracy is so to organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole".

"This ideal demands that human activities be placed upon a high level of efficiency; that to this efficiency be added an appreciation of the significance of these activities and loyalty to the best ideals involved; and that the individual choose that vocation and those forms of social service in which his personality may develop and become most effective. For the achievement of these ends democracy must place chief reliance upon education".

"Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends". ¹

1 Cardinal Principles of Secondary Education, P.9

TEXT BOOKS

Very recently text books writers have attempted to show that their particular work appeals to each individual, and have tried to reach out and satisfy as many as possible. Especially is this true in General Science texts. The general thought and makeup of the book carry the idea of appreciation units to particular children. Many newer type texts have appeared in the market since 1923 when Snyder's book came out. Those since 1926 are marked improvements, e.g. "Our Environment Series" by Carpenter-Wood, Allyn & Bacon, Hessler's, "New Course in General Science" by American Book Co.

New English texts, especially for Junior High Schools, are entering the field and surely have won recognition since all the large cities are changing their courses to include such a work as "Our English Series" by Scribner's Publishing Co. We use the older type book. Our English instructor remarks that often the pupils ask for her copy of "Our English" to strengthen their background,

even claiming the extra book gives them a far different outlook on the dreaded English course.

Miller's New English Composition, Book I, mentions that as a provision for individual differences in the same class, or differences due to homogeneous grouping, the following things have been done:

1. Additional optional problems and exercises have been provided in each chapter.
2. Some of these are made easier for slower groups, while many exercises and suggestions provide work for faster groups or more alert individuals. The poems in each chapter should be considered as supplementary and optional material.
3. In introducing practice exercises and tests in grammar, the idea was to determine individual differences (diagnostic tests) and to correct errors (remedial exercises).

History, real, vital, appealing to children, is another field in which educators note a far different aspect in texts. History has today become a subject possessing interest and

reality that is amazing when we consider the type of book or teaching in vogue twenty years ago.

If you could enter our History department today, noting that History has the object of acquainting the child with the Science of what has happened, chiefly to governments and peoples, from time far distant to the present, you would see a group who recognize the objects of school procedure, but who have a very definite desire and liking for things dealing with past happenings, and with present happenings that soon are to enter the books as History. Surprising, indeed, is the trend of modern school ideas.

Ask a publishing firm about its offerings in Literature. Note the array of literature and the competitive bidding of concerns for the Junior High School business. If it were not for the appeal made to thousands of children, on the individual basis, do you think a book press would survive the rush of business coming to competitors unless its own books passed the newest tests, the tests of ease of comprehension and appreciation by a mass of learning children.

Silent reading texts work chiefly on the individual basis. Obviously, Silent Reading

is recent. I have had occasion to note very definitely its value to individual pupils, for we installed a full set of silent readers in my school on the Cape a few years ago. The improvement in learning and understanding was marked. The general makeup of the books was such as to appeal strongly to each pupil. Many instances could be detailed to show how particular stories and devices made definite appeals in many cases.

The old method of one long story in each book has given way to a conglomerate of all kinds of literature, sifted, and finally compiled in one volume, or to one separate story or group of poems, etc., in many small books of a series.

It is noteworthy that all of these devices announce, as a very definite purpose "for Junior High School use", short selections of prose and poetry, each followed by a brief exercise to test and train speed and comprehension in reading. The authors appreciate the fact that there is great mortality in grades eight and nine, and are attempting to acquaint the mass of High School students with more of the masterpieces of literature, and with more of the worthwhile study material before they tire of school and its

driving methods. Educators are awake to the possibility of children in the Junior High School just beginning to take an interest in study, and are furthering it wherever possible. The whole makeup of the books of today is toward the individual appeal. The methods of Senior High School are brought down into the seventh and eighth grades in a measure more equal to their comprehension, and the result bids fair to laud the effort.

D. C. Heath and Company has sent out a circular on their Mastery Spellers. It contains the following from the "Twenty-sixth Year Book". "In stressing the importance of common elements in the curriculum we recognize fully that there should be different expectations regarding the accomplishment of those children who learn rapidly and of those who learn slowly. The curriculum should provide for individual differences. Insofar as possible, under the administrative handicaps of large classes, and a wide range of abilities, curricular provisions should be made specifically for several levels of ability". (Pt.II,p.17, Sec.22).

This book company in January 1929 claimed it has in its Mastery Spellers the only series that

provides for individual differences in pupils. Is it not singular that such a statement could be made in such a period of education as we have today? Their book provides three parallel courses to meet individual needs. We do not use^v their books in our system, but the time will come when we shall all do as they provide. For each grade they offer three lists of words. The first, or Minimum List, includes a total of 1809 words, and is the complete assignment for the slower group. For the average group, 1572 words are added to the minimum list, and for the brighter group a third list of 1787 words is provided.

RESULTS FROM
PROFESSOR C. O. DAVIS' QUESTIONNAIRE
IN THE WEST

" It is obvious from the following excerpts and analyses that curriculum provisions for individual differences are varied, in the extreme.

1. Providing for the careful classifications of pupils by means of tests or otherwise.
2. Providing for removal of subnormal pupils from the Junior High School.
3. Providing much opportunity for educational and vocational guidance.
4. Providing simpler types of subject matter for the less able pupils.
5. Providing enriched courses for the more able pupils.
6. Providing for the acceleration of the more able pupils.
7. Providing opportunities for the more able pupils to carry extra credits, either inside or outside the school.

"8. Providing for the shifting of pupils from curriculum in accordance with their needs.

9. Providing for complete sex segregation.

10. Providing for the separate sectioning of pupils entering the eighth or ninth grade of the Junior High School from several schools, or schools having the seventh or eighth grades organized as a part of the elementary school system.

11. Providing an abundance of home work for certain slower types of pupils and a larger quota of academic work for certain types of non-motor minded pupils.

12. Providing special teachers who devote much time to tutoring backward pupils.

13. Providing ungraded rooms for the misfits.

14. Providing the best teachers available for the Junior High School work in general.

15. Providing for promotion by subject and as circumstances justify.

"16. Providing for a marking system which takes into account the plan of homogeneous grouping.

17. Providing a sixty minute class period with real supervised study.

18. Providing for the partial promotion of pupils to the Senior High School, permitting them to carry work in both schools, if individual interests are best served that way.

19. Providing for some phase of the project method of teaching and permitting pupils to advance from unit to unit of work as fast as their efforts and achievements warrant.

20. Providing for an extensive series of broadening and finding courses conducted intensively for relatively short periods of time.

21. Providing for pupils and parents to secure sampling of all broadening and finding courses offered, before electing such courses.

22. Providing that any pupil who works up to his capacity shall pass the course, whatever his grade classification." 1

1 Prof. C. O. Davis
"School Review", September, 1926, Pp.610-620.

LETTER AND RESULTS OF AUTHOR'S SURVEY

Letter sent to thirty Massachusetts
Junior High Schools:

Dear Sir:-

I am preparing my A. E. Thesis on
"Provisions for Individual Differences in a
Junior HighSchool" for Dr. Guy M. Wilson of
Boston University. I need more data imme-
diately.

Will you inform me of any outstand-
ing plan you use to take care of Individual
Differences?

I thank you for your assistance.

Respectfully,

The results gave these as provisions:

1. Promote and demote at end of each
eight week term.
2. Classify as 8a, 8b, 8c², 7a, 7b,
7b², and 7c.
3. Point system for rating of students.
4. Electives above the seventh grade.
5. Some grouping by intelligence.
6. Some grouping by selection of courses.

7. Some promotion by subject.
8. Guidance programs, educational and vocational.
9. Special classes for retarded, mentally deficient pupils.
10. "Atypical" school for deficient.
11. Splendid activities programs.
12. Democratic club programs.
13. Homogeneous grouping according to teachers' marks.
14. Special classes for slow, and also for bright pupils.
15. Supervision on playground.
16. Special lunches for underweights.
17. Each teacher a night after school for extra help.
18. Grouping according to Educational Age by the Stanford Achievement Test.
19. Some question into failing, and teacher tutoring.
- 20.. Homeroom heterogeneous, class homogeneous grouping.
21. Personal interest shown each pupil.
22. Exploration courses well worked out.

23. Opportunity classes in grade seven for overage pupils, each one getting individual help.
24. Personal interview with exceptional pupils.
25. Fifty-four minute periods and supervised study.
26. Change curriculum readily in grade seven and grade eight.
27. Three gradings each year.
28. Maximum and minimum schedules, 70 passing.
29. Nurses opinion on grouping when necessary.
30. Highest groups large, lowest groups small, Dalton plan with some.
31. Failures made up in summer.

Many schools were reported as still being on the eight-four plan with no special provision for individual differences.

Of the schools reporting about 50% were on the 6-3-3 plan, the rest on the 6-2-4 plan, with the exception of Greenfield, Massachusetts which has the 7-2-4 plan.

ONE METHOD OF ACCELERATION

The problem of Individual Differences, though old, is yet so new that one must go to the laboratory to get the scientific facts. A School in which the newer ideas are being tried out offers the best solution to the problem.

While in every school we find devices and schemes for bettering the standing of children, many educators are using these without considering that they are a part of the machinery for experimenting with Individual Differences. In my studies I have found this to be true in many of the best Junior High Schools.

Observation and subsequent use of many of these schemes has led me to a profound respect for the many ways that are in use to obtain from an individual his best work. Many of the devices noted by C. O. Davis are common property, so much so that they are considered routine school work, though in reality they are "provisions", as I see it.

As the occasion arose or as the chance presented itself in the Sweetser Junior High School, I have used many ways of securing from each pupil the best possible work by whatever means were available. Frequently such procedure

shows a striking provision for differences in ability, in physical development or in achievement. Though no annual records have been definitely kept, results show future possibilities if systematic procedure is carried on through a period of years.

Children as a rule are receptive of new plans, novel schemes, or anything likely to better them when below the standard, just as pupils of superior ability are eager for opportunities to present their talent. The common mass is desirous of obtaining everything in sight, as far as possible, though it is somewhat averse to extra work. Only as we deal with all three groups, working efficiently for all members of the groups, can we speak of 100% provision for differences. Frequently we find a great many occurrences of the simpler, more universal, easily understood provisions.

Our concern rests with the spectacular plus the normal. We have worked out a plan, operated these past three years, augmented and strengthened continually, whereby we feel that our school compares favorably with progressive institutions attempting the newer ideas in education.

The starting point of this plan consists in assigning a heterogeneous group of pupils from all town sixth grades to places in our seventh grade. This sorting process has, until the present year, been on anything but a scientific basis. We have depended on teachers' judgments of the preceding year's work in assigning all incoming students to rooms in the Junior High School.

Until last year all children with a B grade entered a room and stayed there all the year regardless of any amount or any type of work accomplished. The result was ordinary progress, nothing new. They performed their tasks, and were promoted or stayed another year in the grade, as tradition held. Our system now provides a different outlook for each child in the group.

After two months with the new teacher indications are shown of the pupil's probable fitness to stay in the room where all other pupils are doing a certain grade of work.

At the end of the second marking period, a student who exhibits marked ability while in the B group is moved up to the A room where he can do satisfactory work. Similarly, a second student, unable to continue with the B group, is placed with a C group.

We do not have the Winnetka, Dalton or New Britain units. However, our program of study takes into account varying amount of work suitable to the divisions A, B, C, C- in our two grades VII and VIII. Each of these groups, A, B, C, C-, is supposed to accomplish the work set before them. Their grades are on the marking scheme A, B, C and D, showing that a child in a C- room may secure an A, which, though showing exceptional work for him, certainly is not equivalent to the A of a boy in the A group. He is advanced gradually into the next group, or lowered, according to his accomplishment.

So far we have been able to do this twice a year, at the four month and six month

periods. It has proved its worth in the majority of cases. In no instance has re-adjustment taken more than a week, and only in exceptional instances above two or three days. The pupil finds himself almost immediately, and is elated or chagrined at the placement made. Usually an added spur is given the deserving ones and enough pressure is forced on those who have dropped a point to control their future conduct by the changing. Granted that mistakes may be made by the faculty, the number of errors due to attempting betterment still makes the practice seemingly worth the try. Until the whole is better worked out, we are on a trial plan. Last year we shifted once, two up and two down from each room. The result was electrifying on them and on the rest of the group. It had its beneficial effect on every student. They never had seen it done. The whole room, somewhat maladjusted, took on a new aspect. The grade of work was bettered. Any troublesome element, taken out of an otherwise homogeneous group, tended to simplify teaching and learning problems.

This year we have varied the plan to

include larger numbers from the more proficient groups and few from the recognized C- D room. The effect has been as before. The only radical, undesired change has been in the teachers' registers. We experience little real trouble as yet. The Quincy method of shifting a home-room pupil to a different recitation group solves the register problem, although we have not tried this out, chiefly because we have not needed it. At the end of the six month period, another shifting took place. At no one of these times, in any room, was the change made without a general warning to all in that room, and a specific serious talk with all those near the danger line, though the upper level pupils were not specifically interviewed about the possible transfers. Their own intelligence prompted them always to try for a seat in the more advanced rooms.

We have found the scheme admirable. While at first we did not notify parents in writing concerning the changes, especially in lowering, it soon transpired that such official notice should go home to the parents. Protests from parents against changing have averaged one in ten so far. We anticipate slight trouble,

especially since it is easy to show that the child's good is at stake. The children, in almost every case, attempt to regain what they consider lost laurels. The plan is too new yet to have permitted one disposed to gain his first seat obtained from his elementary school teacher's rating.

The Terman A Group Tests, given throughout the school last fall, form a precedent to be followed. Future first grouping will be done more carefully and with the aid of Intelligence quotients. This will still leave, however, considerable need for timely changing of individuals who obviously get so far out of step with their group that a change is considered advisable.

SPECIAL INDIVIDUAL HELP

In each grade each teacher remains at the close of one designated day, weekly, to help those who wish or those who must have special instruction to keep them with their divisions.

Normally this is sufficient, but often of little avail to those too far below in their work. For such pupils we have recently installed a system of taking care of 18 who on February 15, 1929 seemed slated for positive failure in seventh grade work.

No teacher was available for tutoring these pupils in the subjects being failed, nor did our system of supervised study reach the problem, perhaps because we may not have that plan in satisfactory shape. We require home study, but so far have no definite check up other than the pupil's work passed in the following day.

Believing that the Batavia plan of tutoring could be carried out by bright students in our eighth grade, we have delegated to 18 enthusiastic, successful students the task of seeing to it daily that the 18 failures

know what they are about in starting the advance lessons, have assembled the proper tools, and know that somebody cares if they sink or swim.

The attitude of those picked out to instil right habits of work in the duller pupils is simply amazing. Punctuality is demanded by the tutors. Their time is valuable and for fifteen minutes daily one tutor takes one pupil aside in a room provided for the purpose, and attempts to see to it that his protege is equipped somehow to pass the subject between now and June.

The effect is problematical. We have no further evidence of its success than that without the special help the seventh grader will fail anyway. With it he at least has a chance. The value to the tutor is incalculable.

Incidentally, we insist that the tutor is by no means to be allowed to be dragged down through his or her efforts to keep the other afloat. Any such result will be checked immediately, and a new tutor appointed.

At the present time, we can say the plan is being received with enthusiasm by all concerned, even by parents who call for a tutor for their children.

We have one D pupil who has had to be severely warned to stop eluding his tutor who happens to be a thirteen year old marvel, with nothing but the finest of qualities desired by even the most exacting person. As a passing glance, we may note that every mark on his card is an A for the last three marking periods of two months each.

We feel that the plan will somehow be a success.

C L U B S

In recent years, Clubs in Junior High Schools have proved beneficial as a plan to secure lasting interest in school and a good feeling between pupils, parents and school.

As a rule Junior High Schools admit the value of a weekly Club period with aims and details carefully worked out. Details may cause trouble.

At present we have the following club methods of interesting our pupils, membership in one club being compulsory:

1. Glee Club
2. Kodak Club
3. Guidance Club
4. Embroidery Club
5. Sealing Wax Club
6. Ukulele Club
7. Travel Club
8. Nature Club
9. Martha Washington Club
10. Dramatic Club
11. Mythology Club
12. Cartoon Club

13. Drawing Club
14. Old English Lettering Club
15. 'Indian Club' Club
16. Orchestra Club
17. Bird Club
18. Stamp and Coin Club
19. Basketry Club

All clubs are under teacher sponsors.

It will be seen that somehow music, dancing, singing, dainty handiwork, desire for information, and physical culture, are all at the disposal of those who choose to improve their talent.

The Club administration requires some changing, now and then, to finally produce the best conditions for work and study, but the result with the students is so marvelous that much of the light of the school would go out with the removal of the clubs. Countless subtle questions to different pupils bear out that the club has a hold on them that no other period in school can get. The result to the student is that of a project well carried out. A useful piece of material is often created by the pupil, sometimes to the point of employment of his

leisure time in a gainful way, examples being the making of sealing wax articles for Christmas presents, and embroidery work and basketry articles for the homes.

Dues are under the control of individual clubs. State children are definitely absolved from any payment regardless of conditions, since we consider they are specially placed in the school system and any economic burden should be shifted to the State if at all.

The Clubs are allowed to spend the result of the dues obtained at the close of the year just as they see fit, for a party, for a gift to the school, for a gift to their club, or for any such desire.

It is my impression that this club work is one of our best methods of discovering interests and aptitudes, providing for each individual's likes and guiding him toward some goal uppermost in the child's mind. It certainly is his own interest, for we discourage any plan which savors of a parent's wish to have her child in a special club wherever possible. Certainly, we would try to avoid a disagreement with a parent, allowing a child to continue membership in a club in accordance with parental wishes,

as they really must be in favor with the school
and its procedure if serious trouble is to
be unknown.

EXAMPLES OF CASES RESULTING IN PROVISION FOR
INDIVIDUAL DIFFERENCES IN THE
SWEETSER JUNIOR HIGH SCHOOL

An eighteen year old girl in grade eight, in poor health because of infantile paralysis, is allowed to attend school whenever possible, with no regard for full attendance regulation and with some disregard for numerous times tardy in the morning. She is excused from many exercises in the physical training class. We have but one thought in mind, "do not bar her from the public school if she has half a desire to attend".

A fourteen year old boy, crippled, is allowed more study periods on his home room floor, eliminating stair climbing in school.

One fourteen year old boy, having a weak heart, is excused from Latin requirement because of position of class on distant upper side of building. His previous scholarship is very satisfactory, but we feared the added physical strain.

A fifteen year old girl is excused

from Sewing requirements because of a serious eye condition.

Another fifteen year old girl is excused from Sewing requirements because of an injured hand, allowing more chance of recovering its use, and less danger from excessive use.

A fourteen year old boy, C group, A in Manual Training, was allowed to shift his program for three days each week, taking all work with the A group. After two months he was returned to his original recitation section, partly because of lack of ability in some subjects, and partly because of the strangeness of the situation for all concerned.

A sixteen year old boy is allowed double laboratory period in Manual Training work and the result has been increased interest throughout his whole class work.

Several A students in Manual Training are given extra afternoon instruction in special work beyond the level of the school group. The result has been beneficial and inspiring.

A sixteen year old boy with D in every study year after year and who was very

troublesome in his class rooms, was a marvel at cartooning. We gave him the opportunity of conducting the Cartoon Club with all responsibility for his group. This bit of encouragement has kept the lad contented and has stopped his being a nuisance in the school. He is at present a decent addition to the school population and is improving his chance of good citizenship. We had the one thing that has kept this boy within bounds.

A troublesome fifteen year old boy is repeating grade eight. Last year he was on trial promotion in grade eight after failure of the former year and passed every subject but English. He is very proficient in cartooning and his handiwork in that Club helps to keep him somewhat subdued in the school, since we praise his remarkable work and he is often given an opportunity to do some for teachers.

The two boys having the most noteworthy production in Manual Training, each year, are given a fine drafting board each as a prize for their ability. Money prizes are not allowed. We have put much stress on the winning of the prize with increased interest in Manual Training.



Two girls are used as student helpers at the lunch counters during each recess period, the same ones to continue through the year. They get a very decided understanding of economics, better than that of the group. Another year I shall arrange to have the helpers shifted every month, allowing more children the privilege of practical store attendance and selling.

Every child is given a physical examination, eye and ear test, etc. We attempt to follow out the results as beneficially as possible to the individual.

Each child in any way talented is invited to exhibit his specialty in assembly period. We wish to have every pupil in the school be somehow connected with a stage activity at least once during the year, and as many more times as occasion will permit, especially the most entertaining children. We count on the following as particularly well adapted to good assembly programs:

1. Violin soloist
2. Three piano soloists
3. Two cornetists
4. One soprano singer
5. Several trained readers
6. Four fancy dancers
7. One orchestra leader who conducts in

the absence of the supervisor.

8. One leader for special school exercises.

We have a student inspector who daily reports conditions around the building.

We have two attendance card bearers who daily see to it that cards are in the rooms in the morning.

We have two office attendants who look after little things delegated to them from time to time. Punctuality, reliability, trust, are demanded of them.

Each grade has a set of officers who check up the attendance and work of the boys on the ball squads at each practice period. Their managerial work instills responsibility.

The best room citizens are picked out by the homeroom pupils. The others know the requisites and subconsciously follow some of them. Emulation is noticeable in most cases. They know the worthy pupils.

About twenty children, superior in penmanship, are given opportunities to engage in specific instances of work, vital, pertaining to office work, and different from school routine.

Various members, interested, are taken on a trip to enlarge their general view of conditions outside of school, and to see places of interest, such as historical landmarks, museums, and official institutions. A teacher always accompanies such a group.

We employ the more proficient drawing, cartooning and lettering club members to provide needed posters, etc. for school functions.

Our school orchestra members are given much opportunity to show their skill, by assembly work and several evening affairs. Particularly noteworthy is it that one cornetist and one clarinetist have been helped into additional orchestra work outside our school organization.

The expressed wish of a child for a certain type of assembly, or an assembly speaker of particular appeal, brings special effort to procure such an attraction. We feel that personal magnetism may touch the one chord needed to make school a success for one or more children with similar desires.

The pupil herein mentioned as being "A" in scholarship throughout his course, won an essay contest on "How the Constitution was

Made". He feels he had a privilege in reading his work in assembly. I am of the opinion that his ability and personality are an inspiration to every pupil in the school. The deference and admiration accorded him are touching. Providing a way for such of the more intelligent group, exploiting their prowess, seems to me as commendable in the discussion of provisions, as is any scheme to watch the failure pupils.

When a student expresses the thought of "encouragement from all his teachers" it certainly should be mentioned as a provision for individual differences. In countless instances, this thought has been one uppermost with our teachers.

Whenever occasion demands, a pupil, who by previous attainment shows lack of language sense and whom it is impossible to gainfully keep in that group, is allowed to drop out and to join a special Science class with the thought of helping the student and of brightening a disciplinary situation for both teacher and pupil.

A set of boys, and one of girls, who show exceptional desirable qualifications,

are picked out and permitted the honor of ushering at specified gatherings. In this way many get a chance to become more useful High School citizens, to help our school, and at the same time to attend functions otherwise barred to them.

Annually we follow a guidance plan in which every eighth grade pupil is definitely interviewed, advised, and eased into the future course which seems to be his bent, or into a line of work consistent with his economic conditions, all things possible being considered.

A few pupils unknowingly took the individual Binet test, two with very definite objectives in the mind of the examiner.

Every precaution for physical health, sickness, ailments, etc. is taken, to provide against accidents. If such occur, we procure professional services whenever possible. It is well to note that as a group the faculty is constantly on the watch for just such emergencies. One particular task we have is to keep track of several epileptics at present with us. Such provisions for group control are very important.

Physical training fitness is recognized by student leaders, trained for the purpose, leading exercise groups in the rooms. Particularly good leaders visit other rooms whenever needed.

Especially qualified pupils are often picked out for responsible work in looking after a room during a teacher's absence, for a period or longer as the occasion warrants. This training is excellent for those whose aspiration is the teaching profession. These number many in the "A" divisions.

Though we have rudimentary lunch equipment we take care of individual needs by having children go home to lunch if they desire, carry their lunch, or procure suitable food at the school lunch counter.

We have no lock step method. All are free to move through the plant as nearly as possible to life situations, taking care to keep within the bounds demanded by society.

French, Latin and Business Arithmetic are three electives in grade eight, one being compulsory three periods each week. They are really try out courses. Pupils are permitted to drop out if unsuccessful.

A problem pupil is given every

encouragement to become a desirable member of the school, rather than an enemy and a resulting insubordinate member, at every turn. Punishment is more in the offing than a present penalty for every action contrary to what we desire. Any one knows it takes but few seconds for an energetic person to squelch an unruly pupil. In the same light, we consider many warnings and demands for correct attention a desired practice. Similarly, commitment is resorted to only after it is definitely proved to be the only proper disposition.

TRIAL PROMOTION IN
SWEETSER JUNIOR HIGH SCHOOL

Since the advent of our Junior High School system, subject promotion in grade eight allowed certain individuals to go to High School as freshmen, repeating the one subject missed in the former year. No allowance was made within the Junior High School for any trial promotion, though chances were offered for trial sixth grade failures to come to us for several months in grade seven. Usually we attempted to keep them regardless of circumstances because they were distinct problem cases in the elementary school and would perhaps prove a menace to the younger element.

I have noticed no dire results from this practice. We understand that considerably over age pupils, mentally handicapped, are better off with those somewhat of the same chronological age. We are looking after a few such cases with admirable ease, if with but slight educational advantage to the boy or girl concerned. If they would learn but little more by repeating continually work constantly failed, they are better kept in check by teachers who, by different means,

hold a different objective to pupils.

Each case has a means of solution.

Junior High Schools have far more chance to educate a child for life than most schools after the fundamentals have been implanted.

Two years ago, May 1927, the Superintendent asked an investigation concerning too many failures from grade seven. We then devised a method whereby more pupils enter grade eight than did under the former scheme of allowing a pass to those who had 70 or above in two or three major subjects in grade seven. The result was a trial promotion to the eighth grade in case a pupil passed one of the three major subjects.

The main idea was this,- A boy or girl at 11, 12 or 13 does not always become adjusted to Junior High School conditions in grade seven. Sometimes sheer laziness or misunderstanding causes his dropping in two heavy subjects and consequent repeating in grade seven.

We conceived the idea that with a new chance better than any he had ever had before the positive failure student perhaps could wake up sufficiently to pass every single subject given to the group in the eighth grade. Time and again checks on the special group of trial people showed

a reason for keeping the scheme in operation. Of course there were blunders, and sometimes plenty of dissatisfaction throughout faculty and classes.

The new group of students was entered in grad eight just as if they had not failed the preceding grade. In spite of all that was done or was not done, four out of ten of these special pupils completed the requirements as given to all the eighth graders, and secured a full graduation from our grade eight to the High School. One satisfying feature was that a thing of that kind could be done.

With a start, the second year of sifting June results was easier. I know of no instances in which children expected that they would go ahead even if they failed two major subjects. At their age some things are plainly discernible to them, and eagerly sought. The dread of failure reaches many children. The ones we particularly care to reach have not a thought concerning failure. It does not strike their consciousness until too late. Therefore a final, striking change of method is a possibility of waking up some of those who realize all too late that their classmates have forged ahead.

We do not expect to get every child into line, completing everything as normally as though no radical change had taken place. I simply include this scheme because of the vast good which might come from it, as it seems to be working with us.

The second year saw fourteen pupils advancing into what we call 8B promotion. We decided that after ten weeks, and continually thereafter, any 8B child who failed either English 8, Mathematics 8 or History 8 was to repeat that subject with grade seven, and lose his chance of going to High School in June of that year. This would permit us to send back the pupil who showed absolutely no understanding of his new work because of a failure background, or also, one who simply refused to accept the gift promotion which we are attempting for his particular benefit. Oddly enough, the results are about even for the child's pass or failure.

This year, from fourteen 8B pupils, two transferred to Flint, Michigan after two months. At the time they were doing passing work. From the twelve, six are at present above the passing mark, two doing B work, the others B-C. They appreciate that effort and ability must prove their remaining

in grade eight, and they seem willing to show cause why they should stay there. The others have from time to time dropped by the wayside and have entered the seventh grade subject or subjects in which they were so deficient that nothing could be done to keep them up to the standard set for them in grade eight.

Thus, it seems that forty to fifty per cent of children hopelessly lost at the end of grade seven can be bolstered up to make a decent showing in grade eight. How the thing works out in later years, High School etc., is beyond the present problem. We anticipate that once on the right road the pupils' own staying powers and desire to continue advancing will bear fruit. If we show him an interest and privilege, and he proves to himself that a thing can be done, I say we have given that individual a benefit.

These thoughts have been imparted to me from lecturers in the School of Education:

1. Success alone helps a child.
2. The time is soon coming when there will be no failures, for educators today sponsor a plan whereby a grade promotion each year should be given to every normal child.

3. Constant failure is no incentive
to a child.
4. If you annoy a child enough you will
annoy him clear out of school.

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Membership in the following classes at
Boston University contributed to thoughts expressed
herein:

| | |
|---|------------------|
| Junior High School Organization and Administration | Professor Davis |
| Educational Guidance | Professor Davis |
| Measurement of Intelligence | Professor Wilson |
| The Curriculum | Professor Wilson |
| Educational Measurement | Professor Blair |
| Elementary School Administration | Professor Blair |
| Reconstruction of Mathematics | Professor Wilson |
| Principles and Methods of Teaching | Professor Wilson |
| Educational Psychology | Professor Wilson |

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